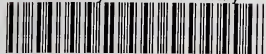


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Health and Personal Life Skills 7

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Learning Facilitator's Manual

Module 3: Life Careers



**Distance
Learning**

Alberta
EDUCATION

Note

This Health and Personal Life Skills Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final test until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

Health and Personal Life Skills 7
Learning Facilitator's Manual
Module 3
Life Careers
Alberta Distance Learning Centre
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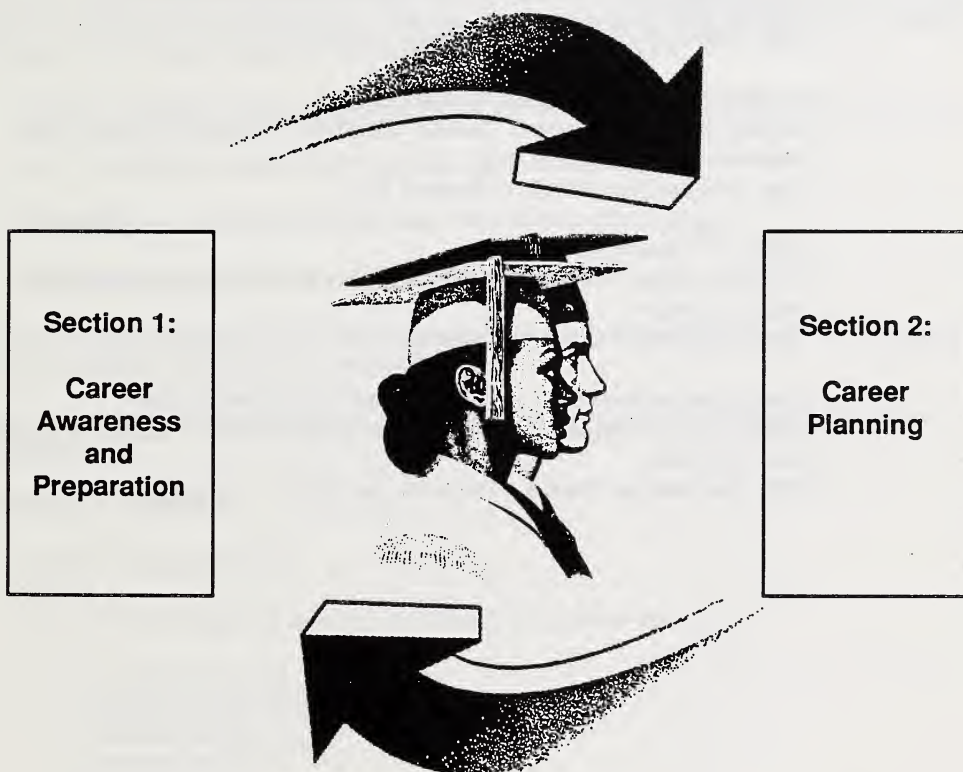
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Module 3: Life Careers – Overview

This module focuses on Life Careers and is organized into two sections. It is designed to help students understand how personal and societal needs may be met through work. This module also discusses the importance of leisure and volunteer activities for individuals and for society. The other focus of this module is career planning. Students will develop an increased awareness of the career-planning process.



Evaluation

The evaluation of this module will be based on two section assignments.

Section 1 Assignment	80%
Section 2 Assignment	<u>20%</u>
TOTAL	100%

Recommended Learning Resources

Following is a list of recommended learning resources that can be used for Theme III – Life Careers – at the Grade 7 level. When the resource can be used for more than one grade, it is cross-referenced. All resources are available from the Learning Resources Distributing Centre, unless otherwise specified.

- *Choices for Living 7, Teacher Resource Guide*

Gibb, Sharon. Toronto, Ontario: Doubleday Canada Limited, 1987.

(teacher resource)

Note: also used for Grade 7 – Themes, I, II, IV

- *Discovering Yourself, Teacher Resource Book*

Doherty, Maryanne. Toronto, Ontario: GLC/Silver Burdett Publishing, 1986.

(teacher resource)

Note: also used for Grade 7 – Themes I, II, IV

- *Lifestyle 1 Teacher's Guide*

Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986.

(teacher resource)

Note: also used for Grade 7 – Themes I, II, IV

- *Making Career Decisions ... A Step at A Time, Books One and Two*

Collins, M. D. Studd and J. Wallace. Scarborough, Ontario: Nelson Canada, 1984, 1985.

(student books)

Note: also used for Grade 8 – Theme III and Grade 9 – Theme III

Section 1: Career Awareness and Preparation

Key Concepts

- **career, work, job**
- **personal needs met through work**
- **work-related values**
- **leisure activities and volunteer work**

Activity 1 should help students understand the difference in meaning and use of the key concepts career, work, and job. Although these concepts are all interrelated, each word has its own specific meaning. The students should be able to use the words appropriately.

Work • the use of bodily or mental power or a combination of both to do or make something

Job • a position of responsibility and duty within an organization

Occupation • a grouping of similar jobs with common characteristics

Career • the total of all of one's life roles and experiences

Activity 2 looks at people's needs that are met through work. It also discusses the importance of personal values in making choices about work.

Activity 3 examines the importance of leisure activities and volunteer work to life and career planning.

Section 1: Activity 1

1. List five examples of work.

These are only suggested answers, and those of the students may vary:

- *cleaning the garage*
- *helping younger brother with homework*
- *practising high jumping*
- *practising music*
- *doing homework*

2. List five examples of jobs.

These are suggested answers, and those of the students may vary:

- *teacher*
- *carpenter*
- *fire fighter*
- *police officer*
- *graphic designer*

Teaching Suggestions

If you are working with several students, you may wish to use the questions in this section for a group discussion. Students could brainstorm to come up with examples of work and jobs for questions 1 and 2.

3. List as many parts as possible that comprise your present career.

My Career

Answers will vary with each student. The example of Victor Leong will give you some idea of what is expected. Look for student examples from family, school, work, extra-curricular activities, hobbies, and other leisure activities.

4. a. List at least five activities you do that you would not consider to be jobs.

Answers will vary with each student. Following are some examples:

- *playing hockey*
- *playing piano*
- *riding horses*
- *collecting stamps*
- *drawing pictures*

- b. Pick one of these activities that someone else might consider to be a job, and in a paragraph explain why.

This is an example of how a student might answer the question, but answers will vary.

While I might play the piano just for enjoyment, playing the piano is considered to be a job for many musicians. The musicians may find it fun to play the piano, but they must also put in a lot of time and effort to always perform in the best possible way. Musicians get paid for performing and get more opportunities to perform if they play well.

Teaching Suggestions

With Question 4, you may want to group students so that they can discuss a variety of answers for different jobs. (Students should answer the question individually first.)

Section 1: Activity 2

1. Read "The Dragon Watcher" carefully, and think about the ideas of work, needs, and values. After you have read the story, answer the questions that follow.

- a. A job does not need to be difficult to be of importance. Why was the job of the dragon watcher so important? Was it a difficult job? (Answer using complete sentences.)

The job of the dragon watcher was important because the dragon would harm the people if it saw them. The boy had to keep careful watch so that he could warn the people when the dragon left the cave. The job was not difficult, but it was very important.

- b. The job of the dragon watcher met many needs for the boy and the people of the town.

- (1) How were the boy's financial needs met? (Answer with complete sentences.)

The job paid enough to provide the boy with all that he needed.

- (2) List the boy's personal needs that were met.

- *He felt important and honoured.*
- *He found the job exciting.*
- *He had independence and worked on his own.*
- *He felt a sense of responsibility.*
- *He felt needed and helpful.*

- (3) List the societal needs of the townspeople that were met.

- *The boy provided the townspeople with public safety.*
- *The townspeople had security.*

- c. Since the boy really wanted to be the dragon watcher, what do you think were his values about work? List them.

Some of the boy's values may be

- *prestige*
- *excitement and adventure*
- *service*
- *independence*
- *personal satisfaction*

Answers will vary with each student.

- d. What types of skills would a dragon watcher need? List as many as possible.

Some skills a dragon watcher may need include

- good eyesight
- athletic ability
- a sense of responsibility
- conscientiousness
- punctuality

- e. Would you be a good dragon watcher? In a short paragraph explain why or why not.

Answers will vary. Discuss this question with your students, and have them highlight their own related skills.

- f. If there had been no dragon watcher job, what would have happened? If you are responsible for a job, and you do not do it, what happens? (Answer both questions in sentence form.)

The townspeople would have been in great danger and probably would have been killed if there had been no dragon watcher job.

Answers for the second question will vary. Discuss the students' feelings about being responsible for doing their own jobs.

2. List ten occupations that provide society with some form of public safety.

- | | |
|------------------|---------------------|
| • police officer | • health inspector |
| • paramedic | • judge |
| • nurse | • highway inspector |
| • doctor | • meat inspector |
| • fire fighter | • auto mechanic |

Student answers may vary.

3. List ten occupations that provide our society with some form of public service.

- | | |
|--------------|-----------------------|
| • teacher | • cashier |
| • waiter | • mortician |
| • chef | • politician |
| • beautician | • public health nurse |
| • lawyer | • social worker |

Student answers may vary.

4. In a paragraph explain what needs you have now and what new needs you see yourself having five years from now.

Discuss the present needs of the students, and have the students explain their answers to you. Look for examples of financial (physical), social, and personal needs. More specifically these needs can include acceptance by peers and family; career goals; the need to perform at school; the need to receive money to pay for social events, entertainment, and clothes (either through an allowance or a job).

Responses to what needs the students might have in five years should reflect some future thought. (What new needs does a Grade 11 student have?) A student may have new needs, such as finding a job; completing college or technical school; and securing finances to purchase a vehicle, housing, or clothing. The need for stable social relationships may also be included.

Teaching Suggestions

You may want to list people's needs (physical, emotional, social, and mental needs). Then, discuss with your students, the ways that work helps to satisfy these needs. Mention that work also includes volunteer or unpaid activities, such as parenting.

Section 1: Activity 3

1. Since volunteer work is unpaid labour, a person volunteers for reasons other than money. Suggest at least five reasons for being a volunteer.

Answers may vary with each student. Compare these suggestions with their answers:

- *to gain work experience*
- *to acquire references for future jobs*
- *to learn new skills*
- *to feel self-satisfaction or to feel as if you are helping others*
- *to make social contacts; to be with other people*

2. Create a written advertisement for a volunteer worker. What qualities would you want the worker to have? What would the volunteer be expected to do? If possible, check your newspaper for an example.

Advertisements will vary with each student. Following is a sample answer:

We Need You! If you have experience typing, filing, and producing newsletters, we really need you to volunteer at our school. Contact Ray at Emmett High School, 276-8392.

Teaching Suggestions

Students could brainstorm on the topic, “What does it mean to volunteer?” Students could discuss the types of volunteer work existing in their community. If any students personally know someone who is a volunteer or if any students are volunteers themselves, have them describe and discuss what they do. They may discuss how they became interested in their volunteer work, what they have learned (skills or habits), and what personal satisfaction they have gained from being a volunteer.

3. Classify each of the following activities as either volunteer work, interest for fun, or learning new skills. Fill in each blank with the appropriate answer.
 - a. playing baseball – *learning new skills; interest for fun*
 - b. candy striping at a hospital – *volunteer work*
 - c. poster collecting – *interest for fun*
 - d. piano lessons – *learning new skills; interest for fun*
 - e. helping at the play school – *volunteer work*
 - f. making supper – *learning new skills; interest for fun*

Be aware that the classification of interests and learning new skills can often apply to the same activity. Discuss the students' answers with them.

Teaching Suggestions

You might have students brainstorm and list the leisure activities that are available in their community. Then put the students into groups and have them categorize their listed leisure activities as being **free**, **over \$5**, or **under \$5**.

4. The following is a time chart for one typical day. Look over the examples, and then fill in the chart with your own activities. How many hours do you spend on work? How many hours do you spend on leisure?

Work	Time	Leisure	Time
• make supper	1 h	• play football	.75 h
• school	6 h	• watch TV	2 h
• basketball practice	1 h	• swimming	1 h
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Go over the activities that the students are involved in during one typical day. Determine and discuss the difference in time spent between their work and leisure activities.

Section 1: Follow-Up Activities

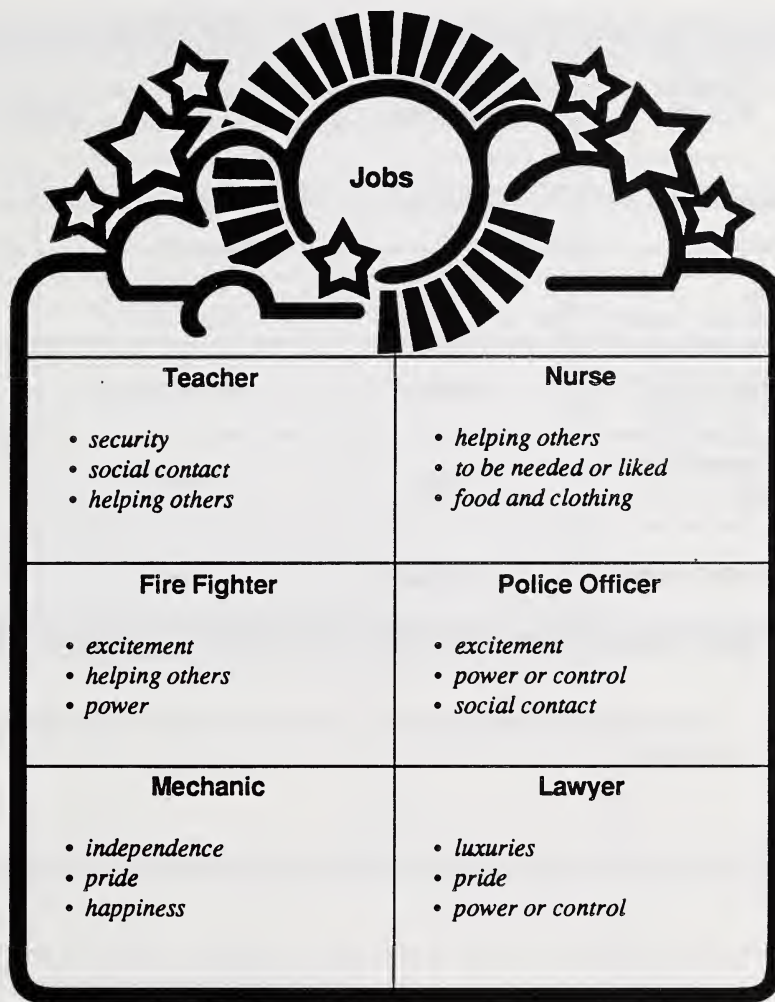
Extra Help

- Now that you have reviewed the definitions of career, job, and work, read over the following example, and then complete your own chart listing all of the activities you participate in during one day. Place a star (*) beside every activity that is work for you. Place a check mark (✓) beside each activity that is part of your career. Beside some activities you may put both a star and a check mark.

Darcy's Diary	Your Diary
• Get up.	
• Shower and get dressed.	
• Eat breakfast.	
• Play with my little brother. * ✓	
• Feed the dog and cat. *	
• Catch the bus and ride to school.	
• Go to classes. * ✓	
• Have lunch.	
• Practise soccer. ✓	
• Go to classes. * ✓	
• Help decorate the gym for a dance. * ✓	
• Ride the bus home.	
• Clean out the stalls in the barn. * ✓	
• Eat supper.	
• Clear the table and dry dishes. * ✓	
• Do homework. *	
• Free time to read. ✓	
• Go to bed.	

The students' charts should follow the example given. Activities will vary, depending on each student's responsibilities, interests, and life-style.

2. Fill in the following chart by listing three needs that may be met by each job. Use the list of needs that is provided if you need to. Responses may be used more than once.



Jobs	
Teacher	Nurse
<ul style="list-style-type: none"> • <i>security</i> • <i>social contact</i> • <i>helping others</i> 	<ul style="list-style-type: none"> • <i>helping others</i> • <i>to be needed or liked</i> • <i>food and clothing</i>
Fire Fighter	Police Officer
<ul style="list-style-type: none"> • <i>excitement</i> • <i>helping others</i> • <i>power</i> 	<ul style="list-style-type: none"> • <i>excitement</i> • <i>power or control</i> • <i>social contact</i>
Mechanic	Lawyer
<ul style="list-style-type: none"> • <i>independence</i> • <i>pride</i> • <i>happiness</i> 	<ul style="list-style-type: none"> • <i>luxuries</i> • <i>pride</i> • <i>power or control</i>

These answers are only examples. Discuss the students' answers with them.

3. Beside each general activity list a more specific activity. Then suggest two possible job areas where the same skills and abilities may be used. Look at the example provided for you.

General Activity	Specific Activity	Jobs	
Hobby	drawing	drafting	architecture
Hobby	<i>acting</i>	<i>actor</i>	<i>drama producer</i>
Athletic Pursuit	<i>hockey</i>	<i>hockey player</i>	<i>physical therapist</i>
Favourite School Subject	<i>health</i>	<i>teacher</i>	<i>doctor</i>
Household Chore	<i>clean out stables</i>	<i>farmer</i>	<i>jockey</i>

These answers are only suggestions. Discuss the students' individual answers using the example as a guide.

Enrichment

Part A

1. Interview two adults to find out information about their jobs, occupations, and careers. The key word to use in the interview is *occupation*. As you learned earlier in this section, *occupation* refers to a grouping of similar jobs that have the same characteristics. For example, a bookkeeper would have a different job than an accountant, but the same occupation.

Name	Occupation	Job(s)	Career
<i>Sergei Travinoski</i>	<i>accountant</i>	<i>bookkeeper for ACE Trucking</i>	<i>father, husband, baseball coach, bookkeeper, musician, volunteer fire fighter, town councillor, gardener, bookworm, and coin collector</i>

Sergei Travinoski is only an example. The students should have two different people and should fill out the chart as illustrated in the example.

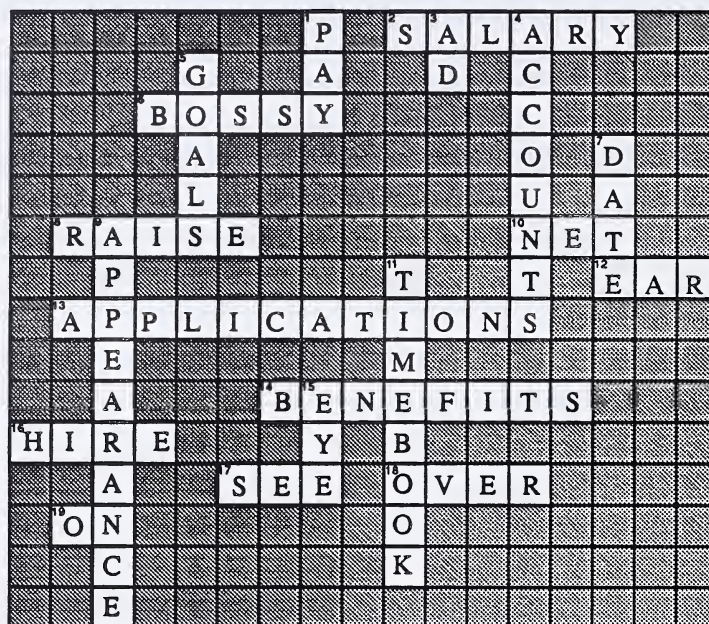
Part B

2. Create a career collage with pictures from magazines, newspapers, and consumer products, which depicts the job(s) or occupation(s) you are presently interested in, as well as all of the roles you take part in. If magazines and newspapers are unavailable, draw the pictures.

The collages should illustrate that the students know that a career is made up of all of the roles that a person participates in, and not just the jobs or occupations that a person holds.

3. Work out the solutions to the following crossword puzzle.

Job Jargon



Across Clues

2. The wages you receive for a job
6. If you act too _____ you may offend coworkers.
8. An increase in job wages or salary
10. Your salary after taxes is called _____.
12. What you hear with
13. Job forms
14. Health insurance, paid vacations, and pensions may be part of job _____.
16. To employ someone for a job
17. What eyes do
18. By working longer than normal hours, you may earn _____ time pay.
19. Be _____ time.

Down Clues

1. Your gross _____ is your total earnings in a job.
3. A good way to find a job is to answer a want _____.
4. A company's bills may be paid for by an _____ payable department.
5. Setting career aims or _____ in advance gives you a head start.
7. D.O.B. stands for _____ of birth.
9. Job seekers will impress employers with utterly neat _____.
11. An employee may record daily working hours in one of these.
15. This kind of contact lets a job interviewer know that you are open and friendly.

4. From newspapers, magazines, or community bulletin boards collect five advertisements for volunteers. Paste these ads in the left-hand column of the following chart. In the right-hand column list two jobs that could eventually result from having done the volunteer work in each ad. (These would be future jobs and not volunteer work.)

Each student's advertisements will vary. Discuss each ad with the students and give suggestions of possible future jobs that this volunteer work may lead to.

Section 1 Assignment

1. Have you ever thought about how different jobs are related? For example, if you could not get a job as an accountant, you might consider a job as a bank teller or a bookkeeper – both of which have many characteristics similar to accounting.

For each of the five jobs presented, list three other jobs that would have similar characteristics.

The following suggestions may be used as a guide, but students' responses will vary.

a. mechanic

- truck driver
- race car driver
- service station attendant

b. carpenter

- labourer
- construction worker
- cabinet maker

c. nurse

- public health nurse
- nursing aid
- receptionist for a doctor

d. daycare supervisor

- community play school worker
- baby-sitter
- kindergarten teacher

e. teacher

- play school worker
- tutor
- school administrator

2. For each of the work-related values given, list five jobs or occupations that would satisfy or at least partially satisfy the value.

a. making a contribution to society

- *nurse*
- *teacher*
- *paramedic*
- *auto mechanic*
- *carpenter*

b. having a high social status

- *lawyer*
- *doctor*
- *pilot*
- *engineer*
- *judge*

c. earning a lot of money

- *doctor*
- *oil pipeline welder*
- *dentist*
- *accountant*
- *investment broker*

d. having independence or being free to make your own decisions

- *writer*
- *artist*
- *dentist*
- *doctor*
- *farmer*

Answers may vary with each student. The answers given are suggestions only.

3. Write an advertisement for a volunteer worker. Be sure to include the qualities that the volunteer would need to have and the duties that the volunteer would be asked to perform.

The following is a sample ad. Look for the mention of qualities that the volunteer would need to do the job and duties that the volunteer would be responsible for doing.

We Need You!

Do you like people? Are you friendly?

Would you be willing to volunteer some of your time and talents to work with senior citizens?

Some of your duties may include talking with them, helping at meal times, and taking them on walks. If interested, contact Shirley Sheen at Linden Senior Lodge, 932-4795.

4. Using your own paper, make a poster promoting one leisure activity. Make certain that the name of the activity is on the poster and that a picture or drawing of the activity is included. On the poster list three words that describe the skills that can be learned from doing this activity and three words that describe the enjoyable aspects of the activity. Attach your poster to the response page.

The poster should include:

- *the name of an activity*
- *a picture of the activity*
- *three skills (words) that can be learned from participating in the activity*
- *three words that describe enjoyable aspects of the activity*

Section 2: Career Planning

Key Concepts

- **career-planning process**
- **planning in junior high**

In this section students should learn the importance of personal values, skills and interests in job or occupation selecting and in career planning.

Section 2: Activity 1

1. Make a personal list of all the things that interest you. Your list might include these types of activities: building things, organizing things, reading, being physically active, or playing sports.

Answers will vary. Take some time to discuss the students' personal lists.

Teaching Suggestions

You may wish to have students list ten things that interest them, and then have them indicate why they find those things interesting. This could be done as a group through brainstorming and listing all answers on the board. This activity would be useful to illustrate that everyone has unique interests.

Ask students what they used to think their future careers would be. Have their choices, goals, or interests changed?

Discuss the following questions: (As a lead-in to the discussion, take the time to share your own job likes and dislikes.)

- What jobs or tasks do they enjoy (at home, school, sports, job, etc)?
- What jobs or tasks do they dislike?
- What makes a job or task more or less enjoyable?

2. Fill in the following chart with your natural abilities and the skills you have learned up to this point in your life. Read the example, and then follow it with as many of your own abilities and skills as you can think of.

Skills	Natural Abilities
<ul style="list-style-type: none"> • Red Cross life-saving skills • cooking • very good study skills • playing the saxophone 	<ul style="list-style-type: none"> • good basketball player • get along with people • good imagination • like to be around people
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The examples should give you an idea of what is required. Discuss the students' responses with them.

3. The following chart lists some values. Think about how you feel about each value, and then rate it as being very important, or not important. Check (✓) the appropriate box.

Values	Very Important	Not Important
Making Money		
Material Possessions		
Power		
Popularity		
Having Fun		
Competition		
Happiness		
Fame		
Honesty		
Excitement		
Health		
Respect		
Fairness		
Freedom		

The importance of each value will vary from student to student. Discuss with the students why they deem some values to be more important than others.

Teaching Suggestions

One of the instructional objectives of Module 3 is for students to be able to identify their general values in relation to work. **The Life Roles Inventory: Values Scale (Canadian Work Importance Study)** enables students at the Grade 7 level to start to conceptualize their own values. The scale is based on twenty extrinsic and intrinsic life-career values.

The scale includes ability, utilization, achievement, advancement, aesthetics, altruism, authority, autonomy, creativity, economics, life-style, personal development, physical activity, prestige, risk, social interaction, social relations, variety, working conditions, cultural identity, and physical prowess. This inventory also helps students to develop a vocabulary that allows them to discriminate between the importance of different values to them.

The inventory takes fifteen to twenty minutes to administer and can be either hand or computer scored. It is also available in French.

You may like to invite speakers (people working in specific jobs) to your classroom to speak about how their needs and values are met through their jobs.

You could also have your students prepare a collage or poster illustrating the wide variety of values people can have.

4. Have your values influenced you in your role as a student? (Explain in a paragraph of four or five sentences.)

Discuss the students' paragraphs with them. Look for responses related to such things as grades, effort, extracurricular activities, getting extra help, and selecting options.

Section 2: Activity 2

Part A

1. List two courses that you are interested in, and then fill in the following chart with your information. Use the social studies example as a guide.

Course	My Interests and Skills Related to This Course	Jobs Related to This Course
<i>social studies</i>	<ul style="list-style-type: none"> • like history • interested in world life-styles • write reports well • like to do research 	<ul style="list-style-type: none"> • teacher • politician • social worker • political scientist
<i>science</i>	<ul style="list-style-type: none"> • research • animal life • experimenting 	<ul style="list-style-type: none"> • doctor • veterinarian • farmer
<i>math</i>	<ul style="list-style-type: none"> • handling money • calculating 	<ul style="list-style-type: none"> • accountant • salesperson • banker
<i>language arts</i>	<ul style="list-style-type: none"> • writing poetry • letters • reading 	<ul style="list-style-type: none"> • author • librarian • reporter
<i>industrial arts</i>	<ul style="list-style-type: none"> • fixing cars • building things 	<ul style="list-style-type: none"> • carpenter • architect • mechanic
<i>home economics</i>	<ul style="list-style-type: none"> • eating • designing clothes 	<ul style="list-style-type: none"> • designer • tailor • chef
<i>physical education</i>	<ul style="list-style-type: none"> • playing volleyball • keeping fit 	<ul style="list-style-type: none"> • athlete • coach • trainer
<i>art</i>	<ul style="list-style-type: none"> • designing • photography • painting 	<ul style="list-style-type: none"> • advertiser • photographer • artist
<i>drama</i>	<ul style="list-style-type: none"> • going to movies • watching videos • painting sets 	<ul style="list-style-type: none"> • actor • critic • writer

Follow the example and then discuss the students' responses. Some students may need your guidance in relating subjects to jobs or occupations.

Part B

2. View the video *One Onion at a Time*, and answer the questions that follow. You may want to read the questions before you start watching the video.

- a. The video *One Onion at a Time* places much emphasis on the importance of a high school diploma. Why is it so important to have a high school diploma?

Students could list any of these answers which are mentioned in the video:

- *A high school diploma allows for many different options.*
- *Students with high school diplomas can choose from a greater variety of career options and can train in a greater number of different fields.*
- *With a high school diploma one can enter apprenticeships, or on-the-job training programs.*
- *Employers are more inclined to hire people who have high school diplomas.*

- b. Often people decide on a career plan, and then they end up having to make changes to it. These changes sometimes result in a career plan which is very different from the original plan. For example, the female engineer in the video initially wanted to become an actress. Why do career plans sometimes change?

People often become involved in different activities (leisure, extracurricular, or volunteer) and gain new experiences. From these new experiences people often develop new interests, skills, abilities, and values which often lead to new career plans. Sometimes while exploring a career, people find out about different aspects of it. Often there is much more to a career than meets the eye.

- c. The phrase “one onion at a time” is mentioned in the video. What does this phrase mean?

To reach your career goals, you must take one step at a time. Be patient when working on a career plan. It is important to get a high school diploma first, and then go on to the next part of the planning stage.

Section 2: Follow-Up Activities

Extra Help


Often, a school subject that you enjoy will reflect your personal interests. Write a paragraph about the school subject that you find most interesting. Why do you find this subject interesting? What do you like about the subject? Name at least two jobs or occupations that have similar characteristics to your favourite subject.

Discuss each student's responses, listening or reading for the four main points: the subject, the reasons why the subject is the student's favourite, what makes the subject interesting, and the connection between the subject and the jobs listed. The answers given for the chart in Question 1 of Activity 2 may serve as a useful guide.

Enrichment

Part A

1. Write a five-line poem about a specific interest you have. Use the following form as your pattern.

Instructions	
<ul style="list-style-type: none"> • First line – your interest (a noun) • Second line – two qualities or skills related to this interest • Third line – three verbs related to the interest • Fourth line – two words to show how you feel about the interest • Fifth line – repetition of the first line (your interest) 	
Example	
Volleyball control, speed diving, jumping, hitting tired, happy Volleyball	

Check to make sure that the student has written the poem as requested.

Part B

2. Name the job of each person who is described as follows.

- a. a person who bangs out dented fenders on cars

autobody mechanic

- b. a person who constructs houses, buildings, and chimneys out of bricks

bricklayer

- c. a member of a medical team who performs surgery

surgeon

- d. a member of a medical team who treats illnesses of the mind

psychiatrist

- e. a tradesperson who builds heating pipes

sheet-metal worker

- f. a lawyer who assists the accused

defense lawyer

- g. another name for caretaker

custodian

- h. a person who draws blueprints

drafter

- i. a person at a funeral parlour responsible for preparing the bodies for burial

mortician

- j. a doctor for animals

veterinarian

- k. a writer for newspapers

reporter

- l. another name for druggist

pharmacist

- m. a teacher at a university

professor

Section 2 Assignment

1. Define the following terms and give an example of each.

- a. Interests

things you like or are curious about

(e.g., hockey, football, playing the tuba, cooking, sewing, scuba driving, or wind surfing)

- b. Values

things you consider worthy, desirable, or important

(e.g., health, happiness, friendship, or patience)

- c. Abilities

skills, talents, or things you are very good at

(e.g., baby-sitting, singing, skiing, or communicating)

2. Look at the chart picturing yourself in the centre. In the circles “My Values,” “My Needs,” “My Interests,” and “My Abilities,” list three examples of each as they apply to you.

Needs

- *money*
- *love*
- *friends*

Values

- *happiness*
- *honesty*
- *education*

Abilities

- *athletic abilities*
- *able to get along well with people*
- *academic abilities*

Interests

- *basketball*
- *piano*
- *helping young children*

The answers for each student will vary. Make sure students have listed needs, values, interests, and abilities in the appropriate circles.



This booklet cannot be purchased separately; the
Learning Facilitator's Manual is available
only as a complete set.

